

Mentoring Bibliography

Allen, Tammy D. and Lillian T. Eby, eds. *The Blackwell Handbook of Mentoring: A Multiple Perspectives Approach*. Blackwell, 2010.

An edited collection of essays focused on different kinds of mentoring, from the mentoring of children, to workplace mentoring, to student-faculty mentoring. One selection which may be of particular interest is “Best Practices for Student-Faculty Mentoring Programs” by Clark D. Campbell.

Center for Undergraduate Research. “6 Tips for Effective Undergraduate Research Mentoring.” The University of Kansas. nd.

<https://ugresearch.ku.edu/mentor/tips-for-effective-mentoring>

A short but helpful document that outlines questions and tips for six practices: *Establish clear expectations, Make the steps of the research process explicit, Teach students resilience, Incorporate routine checks for understanding, Foster increasing independence, and Address professional development*. This program uses an undergraduate research contract that could be a helpful model for something we might produce.

Cox, Monica and Angie Andriot. “Mentor and Undergraduate Student Comparisons of Students’ Research Skills.” *Journal of STEM Education*, vol. 10, issue 1 and 2, 2009. 31-39.

This article presents the results of a study that builds upon two previous studies comparing student self-evaluation of research skills to faculty mentors’ evaluation of student research skills. The newest study includes results from graduate student mentors as well. The findings reveal that while students initially overestimate their skills, by the end of an intensive research process, the estimates do not vary significantly from mentor assessment of skills. The “the greatest discrepancies between faculty and student ratings [were found] in situations where the mentoring relationship quality was high, the amount of time spent together was little, the students rarely went to the mentor for advice, and the faculty exerted little control over the student.”

De Cosmo, Janice and Jennifer Harris. “Mentoring Undergraduate Researchers: Where to Begin?” Workshop slides, University of Washington Postdoctoral Association, 12 Dec. 2006.

<https://www.washington.edu/undergradresearch/files/2014/06/UWPA-Workshop-121206.pdf>

A set of slides from a workshop at the University of Washington that includes guidelines for three phases of the research process: planning for a mentee, integrating the mentee into the research environment, and fostering growth. While this section of the

slideshow seems most relevant to collaborative research, an additional section on working with millennials might be useful to additional types of mentorship of traditional students.

“Faculty Toolbox: Mentoring Undergraduates.” George Mason University, n.d.
<http://oscar.gmu.edu/fac-staff/Toolbox-Mentoring-Undergraduates.cfm>

A web resource for faculty at GMU including links to mentoring resources (many of which are included in this bibliography), and recognition of outstanding mentors.

Haeger, Heather and Carla Fresquez. “Mentoring for Inclusion: The Impact of Mentoring on Undergraduate Researchers in the Sciences.” *CBE Life Sciences Education*, vol. 15, num. 3, 2016.
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5008883/>

Handelsman, Jo, et al. *Entering Mentoring: A Seminar to Train a New Generation of Scientists*. Wisconsin Program for Scientific Teaching. 2005.
<https://www.washington.edu/undergradresearch/files/2014/06/UWPA-Workshop-121206.pdf>

This is a handbook created for a workshop designed to teach faculty in the sciences how to better mentor students. It includes a series of exercises for the mentors, such as describing the students’ project, crafting assignments and schedules, and problem-solving for issues that arise within the research process. A very cool document!

Ishiyama, J. “Expectations and perceptions of undergraduate research mentoring: Comparing first generation, low-income white/Caucasian and African-American students.” *College Student Journal*, vol. 41, num. 3, 2007. pp. 540-549.

Jones, Rebecca M. “Mentoring Undergraduates in Scholarly Activity.” Poster presented at George Mason University Innovative Teaching and Learning Conference, 2012.
<http://oscar.gmu.edu/fac-staff/upload/ITL-Mentoring-Undergraduates.pdf>

A poster pdf that combines language from faculty mentors at George Mason University with a four-part approach (*Connecting with Students, Beginning a Relationship, In the Trench, and Reaching and Endpoint*) to mentoring.

Kuh, George D. “High-Impact Educational Practices: A Brief Overview.” *The Association of American Colleges & Universities*, 2008.
<https://www.aacu.org/leap/hips>

Lee, Adrian, et al. “Nature’s Guide for Mentors.” *Nature*, vol. 447, 14 June 2007, pp. 791-797. doi:10.1038/447791a

An essay on the holistic approach to mentoring offering qualities of good mentors and tips for mentors. This article appears to be much loved, especially in the sciences; it is cited in many of the other sources listed in this bibliography.

Meister, Jeanne C. and Karie Willyerd. "Mentoring Millennials." *Harvard Business Review*. 2010.
<https://hbr.org/2010/05/mentoring-millennials>

"Mentoring Women in Science." NIH Office of Research on Women's Health. 2012.
<https://orwh.od.nih.gov/resources/pdf/ORWH-Mentor-Factsheet.pdf>

Moss-Racusin, Corinne, et al. "Science Faculty's Subtle Gender Biases Favor Male Students." *Proceedings of the National Academy of Sciences of the United States of America*, vol. 109, num. 41, 2012. Pp. 16474-16479.
<http://www.pnas.org/content/109/41/16474.full>

Pita, Mario, et al. "Five Effective Strategies for Mentoring Undergraduates: Students' Perspectives." *Council on Undergraduate Research Quarterly*, vol. 33, num. 3, 2013, pp. 11-15.
<http://www.cur.org/assets/1/7/333Spring13Pita11-15.pdf>

Based purely on the insights of students as reported by "ambassadors of undergraduate research" at the University of Central Florida, this article offers advice to mentors including being available and fostering community. It provides concrete suggestions for building rapport such as having a cup of coffee or lunch with the mentee and discussing topics other than the research project. As a community building strategy, the authors suggest "journal clubs", social outings, and team meetings.

Potter, Sharon J., et al. "Mentoring Undergraduate Researchers: Faculty Mentors' Perceptions of the Challenges and Benefits of the Research Relationship." *Journal of College Teaching and Learning*, vol. 6, issue 6, 2009, pp 17-30.

Following studies that examine student perceptions of undergraduate research, this study assessed faculty at the University of New Hampshire and their perception of their participation in mentoring student projects. The study finds that faculty find this process highly rewarding. This article also includes a helpful bibliography related to undergraduate research and mentoring.

The Rackham Graduate School. "How To Mentor Graduate Students: A Guide for Faculty." *The University of Michigan*. 2015.
<http://www.rackham.umich.edu/downloads/publications/Fmentoring.pdf>

A booklet produced specifically for faculty at the University of Michigan, this resource focuses specifically on graduate student-mentoring, but provides some useful sections such as a list of the responsibilities of the student, and the corresponding

responsibilities of the faculty mentor, general guidelines for mentors, structuring the initial meeting, and sample documents for tracking student progress.

Shanahan, Jenny. "Mentoring Undergraduate Researchers: Challenges and Best Practices." Presentation Bridgewater State University. 2006.
https://www.uwsuper.edu/ursca/instructor-services/upload/Shanahan_Mentoring-Undergraduate-Researchers-Autosaved.pdf

A slide show of best practices for mentoring. A notable section differentiates mentoring from teaching.

Shellito, Cindy, et al. "Successful Mentoring of Undergraduate Researchers." *Journal of College Science Teaching*, vol. 30, issue 7, 2001. pp. 460-464.

Based on a survey of undergraduate students and interviews with faculty mentors at UC Davis, the authors provide tips for "creating positive student research experiences."

Starr, Julie. *The Mentoring Manual: Your Step-by-Step Guide to Being a Better Mentor*. FT Press, 2014.

A non-academic book, written by a coach and consultant. The guidelines for mentors and a section on what successful mentors do well might be applicable to academic mentoring or this might be simply a collection of platitudes.

University of Miami Office of Undergraduate Research. "The Mentoring Guide."
Miami.edu.
<https://umshare.miami.edu/web/wda/undergraduateresearch/entoringGuide.pdf>

A downloadable booklet offering tips for faculty mentors. In addition to general advice, it includes the discipline-focused sections, "Mentoring Students in the Sciences" and "Mentoring Students in the Humanities and Social Sciences."

USC Center for Excellence in Teaching. "Mentoring University Students." *USC Center for Excellence in Teaching*. 12 Dec. 03.
http://cet.usc.edu/resources/teaching_learning/docs/mentorstudents.pdf

Published as part of the Mellon Academic Mentoring Support Project, a 6-page resource that outlines a few perspectives on mentoring effectiveness (Cusanovich and Gilliland and Adams) and presents strategies on mentoring in the areas of college/institutional, personal issues, and career development. It also includes a description of the Tripartite Modes of Student Mentoring, which include Academic Midwifery, Role Molding, and Frientering. There is also a section specifically focusing on graduate students.